



District of Columbia
Office of the State Superintendent of Education

LEA Discipline Data Collection Guidance 2020-21 School Year

Last Updated Oct. 6, 2020

osse.dc.gov



facebook.com/ossedc



[@OSSEDC](https://twitter.com/OSSEDC)



202.727.6436



Table of Contents

UPDATES FOR OCT. 6, 2020	1
REPORTING REQUIREMENTS FOR CORONAVIRUS (COVID-19)	1
SPECIFIC REPORTING SCENARIOS	2
BUSINESS RULE CLARIFICATIONS	3
ADDITIONAL DATA SOURCES:	5
INTRODUCTION	6
LEA RESPONSIBILITIES	6
OSSE RESPONSIBILITIES	6
SUMMARY OF KEY LOCAL AND FEDERAL REPORTING REQUIREMENTS	9
(1) STUDENT FAIR ACCESS TO SCHOOL AMENDMENT OF 2018	9
(2) DC SCHOOL REPORT CARD	11
(3) DATA REQUIRED FOR FEDERAL REPORTING	11
DATA REQUIRED FOR THIS DATA SUBMISSION	11
STUDENT POPULATION	11
DISCIPLINARY INCIDENTS AND ACTIONS	2
DATA COLLECTION	3
METHOD OF COLLECTION	3
COLLECTION TIMELINE	3
TRAINING AND SUPPORT	4
OSSE DISCIPLINE DATA COLLECTION TEMPLATE	4
OVERVIEW	4
LEA AND COLLECTION INFORMATION	4
DATA ELEMENTS	4
DEMOGRAPHIC INFORMATION	5
DATA ELEMENTS	5
INCIDENT INFORMATION	6
DATA ELEMENTS	6
DISCIPLINARY ACTION INFORMATION	8
DATA ELEMENTS	9
ALTERNATIVE EDUCATION SETTING INFORMATION	12
DATA ELEMENTS	12
STUDENTS WITH DISABILITIES	13
BACKGROUND ON IDEA DISCIPLINE REGULATIONS	13
DATA ELEMENTS	14
SUPPLEMENTAL INFORMATION	18
DATA ELEMENTS	18
FINAL CHECKS	18

APPENDIX A: DISCIPLINARY REASON DEFINITIONS	20
APPENDIX B: DISCIPLINARY ACTION TYPE DEFINITIONS	25
APPENDIX C: OTHER DISCIPLINARY TERM DEFINITIONS	27
APPENDIX D: INJURY TYPE DEFINITIONS	28
APPENDIX E: WEAPON TYPE DEFINITIONS	29
APPENDIX F: RESTRICTIONS ON DISCIPLINARY ACTIONS	31
APPENDIX G: REQUIRED DATA ELEMENTS	32

Updates to the 2020-21 School Year LEA Discipline Data Collection Guidance

Updates for Oct. 6, 2020

This document clarifies business rules for the Office of the State Superintendent of Education's (OSSE) 2020-21 school year discipline collection guidance. It specifically addresses:

- Reporting requirements in response to the coronavirus (COVID-19) pandemic
- How OSSE will reconcile discipline data that conflicts with stage five enrollments and attendance codes
- Identification of students with disabilities for discipline reporting
- Charter local education agencies' (LEAs') discipline reporting to OSSE

Reporting Requirements for Coronavirus (COVID-19)

We know that the coronavirus (COVID-19) pandemic and distance learning changes what school discipline looks like for each LEA. Please note that LEAs are still required to report all disciplinary incidents from the 2020-21 school year including disciplinary actions that occur in distance learning settings. For disciplinary actions taken in response to incidents that occur while students are receiving educational services in-person and on school grounds, LEAs should report the disciplinary action taken as a suspension or disciplinary unenrollment suspension in alignment with their school policies and the detailed definitions of all disciplinary action types in

Appendix B: Disciplinary Action Type [Definitions](#).

For disciplinary actions taken in response to incidents that occur during the delivery of synchronous instruction in a distance learning setting as an Exclusion. The DC Code definitions of in-school suspension¹ and out-of-school suspension² are place-based and tied to a student being under the supervision both of school personnel, and, as such, these definitions do not align with distance learning. An "Exclusion" means the removal of a student from the student's daily class schedule for disciplinary reasons and includes a suspension or a disciplinary unenrollment. LEAs should report all disciplinary actions that occur during the delivery of synchronous instruction in a distance learning setting which include, but are not limited to, the following actions taken in response to a disciplinary incident for any amount of time:

- removing a student from their regular distance learning classroom;
- moving a student to a different distance learning classroom; or
- removing a student's access to their regular classroom teacher or to the peers in their class.

LEAs *should not* report the following temporary actions that may occur during the delivery of synchronous instruction in a distance learning setting as an exclusion:

- muting a student from speaking during their distance learning classroom;
- restricting a student's video privileges during their regular distance learning lesson; or
- preventing a student from typing a response in their regular distance learning classroom chat.

LEAs should report the attendance of students that receive a distance learning exclusion in alignment with OSSE's [2020-21 School Year LEA Data Collections Template](#). Specifically, LEAs should use the Present Full – Distance Learning (PFDL) attendance code for students that receive a distance learning exclusion and **meet** one of the following standards: (1) If the LEA uses a learning management system (LMS), the student was authenticated and engaged in education consistent with the LEA's prescribed policy. (2) If the LEA does not use an LMS, the LEA made one-on-one contact with the student for the day to authenticate the student's presence AND provided daily evidence of engagement consistent with the LEA's policy. In contrast, LEAs should use the Absent Full Unexcused – Distance Learning (AFUDL) attendance code for students that receive a distance learning exclusion and **do not meet** one of the standards listed above.

LEAs are expected to promote disciplinary actions that are individualized, fair, equitable, developmentally appropriate, proportional to the severity of the student's offense, and, if appropriate, restorative.³ In addition, LEAs are responsible for ensuring continuity of education for any student subject to an exclusion, including a mechanism for modifications to the plan to meet the needs of an individual student, and, as necessary, to facilitate the student's return to the classroom to ensure the student:

- continues the student's studies during the exclusion and receives all appropriate assignments for the duration of the exclusion;
- can communicate with school personnel regarding academic work; and
- upon returning to their regular class schedule, has the opportunity to make up any work missed during the exclusion if the school work cannot be completed by the student during the student's exclusion.⁴

¹ DC Official Code § 38-236.01(8)

² DC Official Code § 38-236.01(13)

³ DC Official Code § 38-236.03(a)(9)

⁴ DC Official Code § 38-236.03(a)(3)

Specific Reporting Scenarios

This part of the document summarizes how LEAs should handle several unique discipline reporting scenarios.

Student voluntary withdrawals during suspension end date

If the student receives an out-of-school suspension and withdraws from the LEA before the end date of the suspension and/or before an expulsion hearing:

- The LEA should report the “End Date of Disciplinary Action” as the student’s last enrolled date, and 2) exit the student using the appropriate voluntary withdrawal exit code.

Reporting Consecutive School Days of a Disciplinary Action

If a student’s behavior or conduct results in a disciplinary action that is served across multiple instructional days:

- The LEA should report the number of days the disciplinary action was implemented in the “Consecutive School Days of Disciplinary Action” in half-day increments. If half-days cannot be recorded, then the LEA should round up the number of days of the disciplinary action to the full-day.
- If an LEA does not report the number of days the disciplinary action was implemented in half- or full-day increments, OSSE will replace the numeric value as follows:
 - Round down to the nearest full day—decimals below .50 (i.e., .1 to .49)
 - Round up to the nearest full day—decimals above .50 (i.e., .51 to .99)



An instructional day is defined as any date designated as a day on which educational services were provided to students according to the LEA’s individual school- and program-specific calendars maintained by the LEA in eSchoolPLUS. An instructional day is validated through the presence of an attendance record, as certified through Data Validation.

Charter LEAs Reporting to OSSE

Charter LEAs may elect to have the Public Charter School Board (PCBS) submit data on their behalf. However, LEAs are responsible for providing OSSE complete data for all required elements as reflected in the OSSE Discipline Data Collection Template including in-school-suspension data pursuant to federal and local reporting requirements. Starting with the 2020-21 school year, PCSB has agreed to share LEAs discipline data with OSSE throughout the school year, rather than once at the end. **If PCSB does not provide complete data for all required data elements on behalf of a charter LEA, the LEA must submit the required data elements directly to OSSE by completing the OSSE Discipline Data Collection Template.**

Business Rule Clarifications

This part of the document summarizes clarifications and updates to existing discipline collections and reporting business rules.

Students with Disabilities

The 2020-21 OSSE Discipline Collections Template changes our identification of students with disabilities. (See page 16 of the 2020-21 School Year LEA Discipline Data Collection Guidance).

Column Name	Current Description	Updated Description	Rationale
-------------	---------------------	---------------------	-----------

Column H	“Was the student identified as a student with a disability at the time of the disciplinary incident?”	“Was the student identified as a student with a disability, or suspected of having a disability at the time of the disciplinary incident?”	The current collections template does not accurately capture different stages of the evaluation process
	Yes or No	<ul style="list-style-type: none"> • Yes; the student was a student with a disability; • Yes, the student was suspected of being a student with a disability; • No. 	

Conflicts between discipline records and stage five enrollments or attendance data

If an LEA reports

1. a disciplinary incident for a student that does not have a stage five enrollment at the respective school validated by the LEA;
 2. a disciplinary incident date and/or disciplinary action occurs before or after a student’s stage five enrollment window validated by the LEA; or
 3. a validated attendance code for a suspension or disciplinary unenrollment that occurs does not align with the disciplinary action and attendance code crosswalk in Table I (this shall not apply to exclusions that occur during synchronous distance learning settings):
- OSSE will exclude the disciplinary incident from all discipline reporting at the school-, LEA-, and state-level.⁵
 - OSSE will include a summary of all omitted disciplinary incidents by LEA in OSSE’s annual discipline report.
 - OSSE will issue the LEA a letter of non-compliance with enrollment and data validation
 - OSSE will reserve the right to change an LEA’s validated enrollment or attendance data based on a review of all documented data management issues of non-compliance.

Table 1. Disciplinary Action and Attendance Code Crosswalk

Disciplinary Action	Suspension Period	OSSE Attendance Code
Exclusion	Removing a students’ access to synchronous distance learning instruction for any amount of time and the student meets one of the following standards: (1) If the LEA uses a learning management system (LMS), the student was authenticated and engaged in education consistent with the LEA’s prescribed policy. (2) If the LEA does not use an LMS, the LEA made one-on-one contact with the student for the day to authenticate the student’s presence AND provided daily evidence of engagement consistent with the LEA’s policy.	Present Full – Remote learning (PFDL)

⁵ Discipline reporting includes EDFacts, Report Card, OSSE Fall Discipline Report and Council Oversight Hearing.

Exclusion	Removing a students' access to synchronous distance learning instruction for any amount of time and the student does not meet one of the following standards: (1) If the LEA uses a learning management system (LMS), the student was authenticated and engaged in education consistent with the LEA's prescribed policy. (2) If the LEA does not use an LMS, the LEA made one-on-one contact with the student for the day to authenticate the student's presence AND provided daily evidence of engagement consistent with the LEA's policy.	Absent Full Unexcused – Distance Learning (AFUDL)
In-School Suspension	Greater than 50% of the instructional day	Present – In-School Suspension (PIS)
Out-of-School Suspension	Full-day out-of-school suspensions	Absent, Out-of-School Suspension (AOS)
Out-of-School Suspension	Partial day out-of-school suspensions that are 50% or more of the instructional day	Absent, Out-of-School Suspension (AOS)
Involuntary Dismissal	Removal for less than 50% of the instructional day	Present Partial Excused (PPE)

If an LEA reports a validated attendance code of “Present – In School Suspension (PIS)” for a student on the same day that student has a recorded disciplinary action of out-of-school suspension:

- OSSE will accept the attendance code validated by the LEA and report the disciplinary action as an in-school suspension.

Additional Data Sources:

- For more information on OSSE attendance codes, see the [2020-21 School Year LEA Data Collection Template](#).
- For more information on OSSE entry and exit codes, see the [Standard Student Entry and Exit Code Guidance](#).
- For more information on Data Validation, see the [2020-21 School Year Data Validation Policy](#).

Introduction

The Office of the State Superintendent of Education (OSSE) collects discipline data using the OSSE Discipline Data Collection Template at the end of each school year. Pursuant to DC Official Code § 38-236.09(c)(1), each Local education agency (LEA) or entity operating a publicly funded community-based organization (CBO) shall provide statutorily mandated discipline data, as set forth in DC Official Code § 38-236.09(b), in the form and manner prescribed by the OSSE. The data collection is due on Aug. 15, 2021 and requires LEAs and pre-K CBOs to provide comprehensive data on all disciplinary incidents and actions that occurred during the prior school year.

The data elements included in this collection fulfill the following key local and federal reporting requirements:

- Reporting pursuant to Section 209 of the Students Fair Access to School Act Amendment of 2018, effective Aug. 25, 2018 (DC Law 22-157; DC Official Code § 38-236.09) (the Fair Access Act)
- Reporting pursuant to Section 202 of the Pre-K Student Discipline Amendment Act of 2015, effective June 23, 2015 (DC Law 21-12; DC Official Code § 38-236.09)
- DC School Report Card
- ED*Facts* Federal Reports
- Annual Performance Report pursuant to the Individuals with Disabilities with Education Act (IDEA)

OSSE and LEAs each have distinct responsibilities to meet the above reporting requirements accurately and on time.

LEA Responsibilities

In order to comply with all federal and local requirements, LEAs must do the following:

- **September-October 2020:** Attend the OSSE Discipline Data Collection Template trainings, read all relevant documentation, reach out to OSSE for any necessary clarification. (See *Training and Support*.)
- **Aug. 15, 2021:** In compliance with DC Code § 38-236.09(b), submit
 - (1) A **complete, accurate and final** data collection template (See *Data Collection*);
 - (2) The LEA Discipline Policy;
 - (3) All written justifications provided to students and parents in instances where students received out-of-school suspensions totaling greater than 20 days; and
 - (4) For LEAs that do not report any discipline incidents or no in-school suspensions, a Discipline Collections Certification Form, signed by the head of school, affirming that the LEAs collections template represents an accurate listing of all disciplinary incidents and actions that occurred during the 2020-21 school year. The Discipline Collections Certification Form is available [here](#).

OSSE Responsibilities

In order to comply with all federal and local requirements, OSSE must do the following:

- **September 2020:** Release the OSSE Discipline Data Collection Template.
- **October 2020:** Provide appropriate training and documentation to LEAs regarding discipline data. (See *Training and Support*.)
- **August-September 2021:** Validate data provided by LEAs, including checking against other data

sources, such as Special Education Data Systems (SEDS) and Student Information System (SIS).

- **September-December 2021:** Complete all federal and local reporting. (See *the Fair Access Act, Pre-K Discipline Amendment Act of 2015, DC School Report Card, EDFacts Reporting, Annual Performance Reporting for Students with Disabilities.*)

Changes to Data Validation

Pursuant to the more rigorous collection and reporting elements required by the Fair Access Act and federal reporting requirements, OSSE will be performing the following data validations:

Table 2. Discipline Collections Data Validation Checks

Data Element	Data Validation Source	Determination
Disciplinary Action Type = Suspension	Attendance Data Codes and Dates	If attendance data validated by the LEA differs from the disciplinary data reported in the Discipline Data Collection Template, OSSE will use the attendance codes and dates provided in the attendance data to identify additional suspensions for schools.
Disciplinary Action Type = Expulsion & Disciplinary Unenrollment Incident ID	Data Validation Exit Code and Exit Date	If enrollment data and exit codes validated by the LEA differ from the expulsions and/or disciplinary unenrollment data reported in the Discipline Data Collection Template, OSSE will use the exit codes and dates validated by LEAs to identify additional expulsions and disciplinary unenrollments for schools.
Was the student identified as a student with a disability, or suspected of having a disability at the time of the disciplinary incident?	Students with Disabilities Data in Data Validation	All disciplined students will be cross-referenced with validated students with disabilities data to determine if students had a finalized IEP at the time of their disciplinary incident. If data in Data Validation indicates that a student did have a finalized IEP at the time of the incident, all data fields required for students with disabilities will be considered required for this student.
For students with disabilities: Was a Functional Behavioral Assessment administered to the student?	Behavioral Assessment Date in SEDS	All disciplined students will be cross-referenced with validated students with disabilities data to determine if students had a finalized IEP at the time of their disciplinary incident. If data in Data Validation indicates that a student did have a finalized IEP at the time of the incident, all data fields required for students with disabilities will be considered required for this student.
For students with disabilities: Was the student's behavior intervention plan implemented during the school year?	Behavioral Assessment Date in SEDS	All disciplined students will be cross-referenced with validated students with disabilities data to determine if students had a finalized IEP at the time of their disciplinary incident. If data in Data Validation indicates that a student did have a finalized IEP at the time of the incident, all data fields required for students with disabilities will be considered required for this student.
For students with disabilities: Was the student's behavior intervention plan	Behavior Intervention Plan Date in SEDS	All disciplined students will be cross-referenced with validated students with disabilities data to determine if students had a finalized IEP at the time of their disciplinary incident. If data in Data Validation indicates that a student did have a finalized IEP

updated during the school year?		at the time of the incident, all data fields required for students with disabilities will be considered required for this student.
For students with disabilities: Did the student have a manifestation determination review?	Manifestation Determination Date in SEDS	All disciplined students will be cross-referenced with validated students with disabilities data to determine if students had a finalized IEP at the time of their disciplinary incident. If data in Data Validation indicates that a student did have a finalized IEP at the time of the incident, all data fields required for students with disabilities will be considered required for this student.
Did the student voluntarily withdraw or transfer following the disciplinary incident?	Data Validation Exit Date	If LEAs are unable to provide OSSE with data concerning involuntary and voluntary withdrawals and transfers, OSSE will use entry and exit codes providing by LEAs to determine whether any withdrawal or transfer within ten instructional days from the date of the disciplinary incident was voluntary or involuntary in nature.

If an LEA reports

1. a disciplinary incident for a student that does not have a stage five enrollment at the respective school validated by the LEA;
 2. a disciplinary incident date and/or disciplinary action occurs before or after a student's stage five enrollment window validated by the LEA; or
 3. a validated attendance code for a disciplinary action that does not align with the disciplinary action and attendance code crosswalk in Table 3:
- OSSE will exclude the disciplinary incident from all discipline reporting at the school-, LEA-, and state-level.⁶
 - OSSE will include a summary of all omitted disciplinary incidents by LEA in OSSE's annual discipline report.
 - OSSE will issue the LEA a letter of non-compliance with enrollment and data validation
 - OSSE will reserve the right to change an LEA's validated enrollment or attendance data based on a review of all documented data management issues of non-compliance.

Table 3. Disciplinary Action and Attendance Code Crosswalk

Disciplinary Action	Suspension Period	OSSE Attendance Code
Exclusion	Removing a students' access to synchronous distance learning instruction for any amount of time and the student meets one of the following standards: (1) If the LEA uses a learning management system (LMS), the student was authenticated and engaged in education consistent with the LEA's prescribed policy. (2) If the LEA does not use an LMS, the LEA made one-on-one contact with the student for the day to authenticate the student's presence AND provided daily evidence of engagement consistent with the LEA's policy.	Present Full – Remote learning (PFDL)

⁶ OSSE's discipline reporting includes EDFacts, the DC School Report Card, OSSE's annual school year discipline report, and DC Council Performance Oversight.

Exclusion	Removing a students' access to synchronous distance learning instruction for any amount of time and the student does not meet one of the following standards: (1) If the LEA uses a learning management system (LMS), the student was authenticated and engaged in education consistent with the LEA's prescribed policy. (2) If the LEA does not use an LMS, the LEA made one-on-one contact with the student for the day to authenticate the student's presence AND provided daily evidence of engagement consistent with the LEA's policy.	Absent Full Unexcused – Distance Learning (AFUDL)
In-School Suspension	Greater than 50% of the instructional day	Present – In-School Suspension (PIS)
Out-of-School Suspension	Full-day out-of-school suspensions	Absent, Out-of-School Suspension (AOS)
Out-of-School Suspension	Partial day out-of-school suspensions that are 50% or more of the instructional day	Absent, Out-of-School Suspension (AOS)
Involuntary Dismissal	Removal for less than 50% of the instructional day	Present Partial Excused (PPE)

Additional Submissions

By Aug. 15, 2021, LEAs must submit along with the completed Discipline Data Collection Template:

- (1) LEA Discipline Policy; and
- (2) All written justifications provided to students and parents in instances where students received out-of-school suspensions totaling greater than 20 days. These written justifications are required to describe to students and parents why exceeding the 20-day out-of-school suspension limit was a more appropriate disciplinary action than an alternative response.

Summary of Key Local and Federal Reporting Requirements

(1) Student Fair Access to School Amendment of 2018

The Fair Access Act amends the Pre-K Student Discipline Amendment Act of 2015 and expands reporting requirements. Specifically, the Fair Access Act requires OSSE to publicly report each year on the following for LEAs and publically funded CBOs during the preceding school year: school-based interventions, in-school suspensions, involuntary dismissals, out-of-school suspensions, emergency removals, disciplinary unenrollments (expulsions, modified expulsions, and involuntary transfers), voluntary withdrawals, voluntary transfers, referrals to law enforcement, and school-related arrests resulting from disciplinary incidents. For students with disabilities, information on changes in placement resulting from a disciplinary incident is also required.

Per this Act, LEAs and CBOs must submit disciplinary data to OSSE by Aug. 15 of each year in “a form and manner prescribed by the Office of the State Superintendent of Education.”⁷

Data Elements Required

The data elements mandated under the Fair Access Act, per (DC Official Code § 38-236.09(b)):

- Student demographic data
- Disciplinary actions taken by schools including school-based interventions, in-school suspensions, involuntary dismissals, out-of-school suspensions, emergency removals, disciplinary unenrollments (expulsions, modified expulsions, and involuntary transfers), referrals to law enforcement, and school-based arrests and, for students with disabilities, change in placement -- including frequency and duration of the disciplinary action
- Description of the misconduct or reasoning behind each disciplinary action
- Special education services data, including whether the student received during the school year a functional behavioral assessment, an updated behavior improvement plan or a manifestation determination review – including the number of suspension days that triggered the review, whether the suspension days were cumulative, and the outcome of the review
- Indication of incidents resulting in a referral to an alternative education setting for the course of a suspension and associated attendance
- Indication of incidents resulting in school-based intervention rather than an in-school suspension, and a description of the school-based intervention
- Voluntary and involuntary transfers and withdrawals

Written Justification



Starting in the 2018-19 school year, time limits were imposed on the duration of out-of-school suspensions according to student age and grade. In the instance that a student receives more 20 cumulative days of out-of-school suspension during an academic year, the head of the LEA must provide a written justification to the student and parent describing why exceeding the 20-day limit is a more appropriate disciplinary action than alternative responses, or in the instance that the student’s conduct necessitated emergency removal, written justification for the emergency removal. LEAs will be required to submit to OSSE a summary of each written justification at the time of submission of discipline data for the school year.

Out-of-School Suspensions and Disciplinary Unenrollments

As mandated by the Student Fair Access to School Amendment of 2018, students in kindergarten through grade 8 may only be subject to out-of-school suspension or disciplinary unenrollment in instances where a school administrator determines that the student has willfully caused, attempted to cause, or threatened to cause bodily injury or emotional distress to another person.⁸ Additionally, the Student Fair Access to School Amendment of 2018 restricts the types of student behavior or conduct which may result in an out-of-school suspension or disciplinary unenrollment for students in grades 9 through 12. Please see *Appendix F: Restrictions on Disciplinary Actions* and the Fair Access Act for additional detail⁹.

⁷ DC Official Code § 38-236.09(c)(1)

⁸ As amended by Subtitle G of the Fiscal Year 2020 Budget Support Act of 2019 (B23-209) (enrolled version available here:

static1.squarespace.com/static/5bbd09f3d74562c7f0e4bb10/t/5cd9e725f9619aaf0172f15f/1557784358571/B23-0209+FY20+BSA+%28committee+print%29.pdf)

⁹ DC Official Code § 38-236.04(a)

(2) DC School Report Card

The DC School Report Card, which launched for the first time in December 2018, gives families a look into all public schools in the District of Columbia. The tool is a step toward a more transparent DC education community that puts students at the center of school engagement. The DC School Report Card includes several measures of student discipline that will be aggregated at the state education agency (SEA), LEA and school levels for all students as well as by student groups. Each discipline metric shows the relevant total count and rate of incidents for the most recently completed school year. See the DC School Report Card and STAR Framework Technical Guide¹⁰ for more information on the specific measures of student discipline included on the DC School Report Card.

(3) Data Required for Federal Reporting

OSSE is required to submit *EDFacts* reports to the US Department of Education (USED). *EDFacts* is the USED “initiative to collect, analyze, report on and promote the use of high-quality, kindergarten through grade 12 (K–12)

Data Elements Required

Data elements required for federal reporting include, but are not limited to:

- The length and quantity of in-school suspensions, out-of-school suspensions, and expulsions
- The reason a student was disciplined
- Detailed information on incidents involving firearms, including the type of weapon involved
- Whether or not disciplined students with disabilities continued to receive educational services
- Removals to an interim alternative education setting by type, and reason for students with disabilities

performance data for use in education planning, policymaking, and management and budget decision making to improve outcomes for students.”¹¹ These reports require OSSE to collect and report on incident-level discipline data. There are six *EDFacts* reports that utilize discipline data from the preceding school year.

As part of the District of Columbia’s Part B Annual Performance Report (APR), which is required by IDEA, 42 USC §§ 12131 *et seq.*, OSSE reports on the percentage of LEAs that have a significant discrepancy¹² in the rate of suspensions and expulsions of greater than 10 days in a school year for students with disabilities, and on significant disproportionality¹³ in the rate of suspensions and expulsions greater than 10 days for students with disabilities, and by race and ethnicity.

Data Required for this Data Submission

Student Population

Disciplinary data should be provided for each student disciplined by your LEA at any point during the school year. For reporting purposes, DC defines the school year as spanning from July 1 through June 30; this reporting school year aligns with the federal reporting calendar for *EDFacts* and IDEA.

¹⁰ osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/2018-19%20DC%20School%20Report%20Card%20and%20STAR%20Framework%20Technical%20Guide.pdf

¹¹ US Department of Education: www2.ed.gov/about/inits/ed/edfacts/index.html

¹² See 20 USC § 1412(a)(22).

¹³ See 20 USC § 1418(d) and 34 CFR §§ 300.646-647. For more information about upcoming changes around significant disproportionality, see: osse.dc.gov/page/significant-disproportionality



The Aug. 15 data collection should contain **all disciplinary incidents and actions for students enrolled between July 1 and June 30 of the preceding school year, inclusive**. Summer incidents should be included with the reporting school year in which they fall, according to this definition.

Disciplinary Incidents and Actions

This collection includes **every disciplinary incident and action** for students served by your LEA. A disciplinary incident is an event that results in a student receiving a disciplinary action.

- A disciplinary incident is student behavior or conduct that results in disciplinary action by the LEA. The definitions for all disciplinary incident behaviors can be found in *Appendix A: Disciplinary Reason Definitions*.
- A disciplinary action is any instance in which a child is removed from his/her regular class schedule, or from the school the child is enrolled in, for disciplinary reasons. Please see

- *Appendix B: Disciplinary Action Type Definitions* for detailed definitions of all disciplinary action types.



Note that the federal government requires OSSE to report on **all disciplinary actions that last for half a day or longer**. The Fair Access Act now requires OSSE to additionally report on all involuntary dismissals, which include the **removal of the student from school attendance for less than half of a school day for disciplinary reasons**, during which the student is not under the supervision of the school personnel and is not allowed on school ground.

All students who were involved in a disciplinary incident and received any one of the following disciplinary actions **must be** included in this collection:

- | | | |
|--|-------------------------------|-----------------------------|
| • Expulsion | • Change in Placement | • In-school suspension |
| • Modified Expulsion | • Out-of-school suspension | • School-based intervention |
| • Involuntary transfer | • Involuntary dismissal | • Emergency removal |
| • School-related arrest | • Referral to law-enforcement | • Exclusion |
| • Disciplinary unenrollment/withdrawal | | |

See *OSSE Discipline Data Collection Template* below for more information about required data elements.

Each disciplinary action for a given student should be included in the collection template as a separate row of data.

- One student may have multiple disciplinary incidents during the same reporting year.
 - For example, a student may get in a fight in November and vandalize school property in February. If a student has two disciplinary incidents during the course of the reporting school year, each one of these disciplinary incidents should be detailed on a separate row in the OSSE Discipline Data Collection Template; in this example, there would be two separate rows of data for the same student.
- One incident may result in disciplinary actions for multiple students.
 - For example, two students engage in a fight resulting in both students receiving an in-school suspension. Each student should have a separate row for this incident in the OSSE Discipline Data Collection Template; in this example, there would be two separate rows of data for the same incident.
- One incident may result in multiple disciplinary actions for the same student.
 - For example, perhaps a student is involved in an incident that results in an in-school suspension, and then upon further review from school staff, the student receives a subsequent out-of-school suspension. Each disciplinary incident should be reported in a separate row in the OSSE Discipline Data Collection Template; one row should include detail on the in-school suspension, with the corresponding in-school suspension start and end dates, and an additional row should provide detail on the out-of-school suspension, with the corresponding out-of-school suspension start and end dates. It is important that both of these rows of data have the same incident date so that OSSE can properly report the number and type of disciplinary actions and incidents; in this example, there would be two separate rows of data for the same incident and student.
- If a student is removed from school between the disciplinary incident and expulsion, the time between the disciplinary incident and expulsion should be captured as an out-of-school suspension because the student has been removed from school as a result of the disciplinary incident. The out-of-school suspension and expulsion should be reported as two separate disciplinary actions on two rows in the Discipline Data Collection Template.
 - The LEA's behavior management system should record dates for out-of-school suspension and expulsion. The dates for the out-of-school suspension should correspond to the time period between the disciplinary incident and the start date of expulsion; the end date of the out-of-school suspension should be equal to the start date of the expulsion. LEAs should ensure that attendance codes correspond to the data captured in the behavior management system.

Data Collection

Method of Collection

Template

Pursuant DC Code § 38-236.09(c)(1), OSSE will release the OSSE Discipline Data Collection Template in an MS Excel Workbook each school year. This template will be sent to the data manager and head of school identified by each LEA in eSchoolPLUS.

Submission

The completed collections template must be submitted via BOX in the LEA's "Discipline" subfolder. The completed collections template must use the following naming convention: "[LEA Name]. [LEA Code].Discipline.SY[YYYYYY].[YYYYMMDD]."

- Example: "OSSE. 000.Discipline. SY202021.20210815."

LEAs that do not report any discipline incidents or any in-school suspensions must also submit a Discipline Data Collection Certification Form, signed by the head of school, affirming that the LEAs collections template represents an accurate listing of all disciplinary incidents and actions that occurred during the 2020-21 school year. The Discipline Data Collection Certification Form is available [here](#).

Charter LEAs Reporting to OSSE



Charter LEAs may elect to have the Public Charter School Board (PCSB) submit data on their behalf. However, LEAs are responsible for providing OSSE complete data for all required elements as reflected in the OSSE Discipline Data Collection Template including in-school-suspension data pursuant to federal and local reporting requirements. Starting with the 2020-21 school year, PCSB has agreed to share LEAs discipline data with OSSE throughout the school year, rather than once at the end. **If PCSB does not provide complete data for all required data elements on behalf of a charter LEA, the LEA must submit the required data elements directly to OSSE by completing the OSSE Discipline Data Collection Template.**

Collection Timeline

The Fair Access Act requires all LEAs, or entities operating publicly funded CBOs, to submit discipline data to OSSE by Aug. 15 of each year. In order to reduce LEA burden and ensure consistent reporting, OSSE will collect all discipline data required for both federal and local reporting on the prior school year in one collection, which will be due on Aug. 15 of each year.

The files submitted by LEAs on Aug. 15 must be complete, accurate and final. LEAs will not have the opportunity to resolve issues of non-compliance after the Aug. 15 collection date. During the data cleaning process, OSSE will conduct quality control checks on the data that may reveal non-compliance or data inconsistencies. Instances of non-compliance or data discrepancies may be reported to DC Council in the Annual Discipline Report.



When possible, LEAs should submit their populated OSSE Discipline Data Collection Template to OSSE prior to the Aug. 15 deadline so that identified instances of non-compliance may be ameliorated in advance of the Aug. 15 timeline. Early submissions enable OSSE to validate data and work with LEAs to resolve concerns about provided data prior to the Aug. 15 deadline.

Training and Support

OSSE will provide training during the school year on how to use the OSSE Discipline Data Collection Template to submit complete and accurate discipline data in compliance with local and federal law. All trainings will be

announced in OSSE’s weekly “LEA Look Forward” newsletter.

For policy-related questions, please contact Troy Shine at Troy.Shine@dc.gov. For data-related questions, please submit a ticket in the [OSSE Support Tool](#). Please contact Stephanie Davis at Stephanie.Davis3@dc.gov for any additional questions.

OSSE Discipline Data Collection Template

Overview

The OSSE Discipline Data Collection Template contains two sheets: the first is titled “Collection”; the second is titled “Data Element Descriptions.” All LEA data should be entered in the first sheet titled “Collection.” The second sheet provides a description of all the data elements in the collection.

The Collection sheet of the OSSE Discipline Data Collection Template is organized into the following sections:

- LEA and Collection Information;
- Demographic Information;
- Incident Information;
- Disciplinary Action Information;
- Alternative Education Setting;
- Students with Disabilities;
- Monitoring.

LEA and Collection Information

The “LEA and Collection Information” section includes identifying information for each LEA and school for each reported disciplinary incident.

Data Elements

The following table describes the data elements that are shown in the “Data Elements Descriptions” tab of the data collection template.

Table 4. LEA and Collections Information Data Element Descriptions

Data Field	Definition and Directions	Permitted Values
LEA ID <i>Required</i>	Unique OSSE-assigned identifier for LEAs, three to four digits. <i>From the drop-down menu, select the OSSE-assigned LEA code for the LEA responsible for providing the student with educational services at the time of the disciplinary incident.</i>	####
School Year <i>Required</i>	School year for which the data collection was run. Permitted format is YYYY-YYYY, e.g., 2020-2120. <i>This field will auto-populated once the LEA ID has been selected.</i>	Auto-populated
School ID <i>Required</i>	Unique OSSE-assigned identifier for schools, three to four digits. <i>Provide the OSSE-assigned school code for the school the student was attending at the time of the disciplinary incident. If a student is attending a non-public school, the Local School ID should reflect the school ID of the sending/responsible local school.</i>	####
Collection Date	Date for which the collection was run. This is a timestamp value that should be automatically generated by your system, e.g.,	Auto-populated

Required	03/04/2013 03:30:13 PM. If your LEA runs multiple collections in the same day, OSSE will take the most recent collection as authoritative. <i>This field will auto-populate once the LEA ID has been selected.</i>	
Collection Type Required	Type of data collection, e.g., "Discipline" <i>This field will auto-populated once the LEA ID has been selected.</i>	Auto-populated

Demographic Information

The "Demographic Information" section includes identifying information LEAs are required to report for each student corresponding to each reported disciplinary incident.

Data Elements

The following table describes the data elements that are shown in the "Demographic Information" section of the Collection tab in the data collection template.

Table 5. Demographic Information Data Element Descriptions

Data Field	Definition and Directions	Permitted Values
USI Required	10-digit unique student identifier, assigned by OSSE via Statewide Longitudinal Education Data (SLED) System. <i>Provide the 10-digit, OSSE-provided, unique student identifier for the student with the disciplinary incident.</i>	#####
LEA Student ID Required	A student ID number assigned by a local agency such as the DC Public Charter School Board (via ProActive or OLAMS), DCPS (via DCSTARS), or the LEA. These numbers will vary in length. <i>Provide the student ID number assigned by a local agency to the student with the disciplinary incident.</i>	<#####>
Was the student identified as a student with a disability, or suspected of having a disability at the time of the disciplinary incident?" Required	An indication (yes or no) of whether the student was a student with a disability or suspected of being a student with a disability at the time of the disciplinary incident. <i>Select "Yes" or "No" from the drop-down menu to indicate whether the student had a finalized IEP, was suspected of having a disability, or was not a student with a disability at the time of the disciplinary incident.</i>	<ul style="list-style-type: none"> • Yes, the student was a student with a disability • Yes, the student was suspected of being a student with a disability • No

Incident Information

The “Incident Information” section includes details LEAs are required to report for each disciplinary incident.

Data Elements

The following table describes the data elements that are shown in the “Incident Information” section of the Collection tab in the data collection template. All data elements are required, except for Secondary Discipline Reason.

Table 6. Incident Information Data Element Descriptions

Data Field	Definition and Directions	Permitted Values
Incident Date Required	<p>Date on which the behavior that resulted in disciplinary action occurred.</p> <p>The “Incident Date” may be the same as the “Disciplinary Action Start Date,” or prior to the “Disciplinary Action Start Date.” The “Incident Date” cannot be after the “Disciplinary Action Start Date” on a given row of data.</p> <p><i>Provide the date the student exhibited behavior in violation of the LEA’s discipline policy, eventually resulting in the LEA taking disciplinary action.</i></p>	MM/DD/YYYY
Incident ID Optional	<p>A unique LEA-assigned identifier for the disciplinary incident. Used to link multiple disciplinary actions to a single incident (e.g. a fight that results in the suspension of multiple students or an expulsion following an out-of-school suspension for the same incident)</p> <p><i>Provide the LEA-assigned identifier for the disciplinary incident</i></p>	<#####>
Was the disciplinary incident school-related? Required	<p>An indication (yes or no) of whether the behavior or conduct occurred on school grounds, during off-campus school activities, or while taking school transportation</p> <p><i>From the drop-down menu, select “Yes” or “No” to indicate whether the disciplinary incident was school-related, including incidents that took place on school grounds, during off-campus school activities, or while taking school transportation.</i></p>	<ul style="list-style-type: none"> • Yes • No
Primary Disciplinary Incident Behavior Required	<p>A description of the behavior or conduct that resulted in disciplinary action.</p> <p>If more than one behavior resulted in the disciplinary action, the most serious reason for removal as a result of the incident should be reported in the “Primary Disciplinary Incident Behavior.”</p> <p><i>From the drop-down menu, select the incident behavior according to the definitions in Appendix A: Disciplinary Reason Definitions.</i></p>	See Appendix A: Disciplinary Reason Definitions.

Secondary Incident Behavior <i>Optional</i>	<p>Sometimes a combination of multiple student behaviors or types of conduct results in a student receiving a disciplinary action. The “Secondary Disciplinary Incident Behavior” field allows LEAs to indicate a secondary incident behavior that led to the disciplinary action, if one applies.</p> <p><i>When applicable, select the incident behavior according to the definitions in Appendix A from the drop-down menu.</i></p>	<p>See <i>Appendix A: Disciplinary Reason Definitions</i>.</p>
Injury Type <i>Required</i>	<p>The highest level of injury suffered by any of the parties involved in the disciplinary incident. The highest level of injury may have been suffered by the student being disciplined, another student or a member of the school’s staff.</p> <p>The definitions for these types of injuries can be found in</p> <p><i>Appendix D: Injury Type Definitions.</i></p> <p><i>From the drop-down menu, identify the highest level of injury suffered by any of the parties involved in the disciplinary incident. Select “No Injury” if no injuries were suffered in the disciplinary incident.</i></p>	<ul style="list-style-type: none"> • No injury • Minor injury • Serious bodily injury
Weapon Type <i>Required</i>	<p>Type of weapon involved in an incident resulting in disciplinary action.</p> <p>OSSE is required to report incidents involving a weapon to the federal government broken out of the type of weapon the student possessed.</p> <p><i>From the drop-down menu, select the weapon type according to the definitions in Appendix E: Weapon Type Definitions. Select “No Weapon” if there was no weapon involved in the disciplinary incident.</i></p>	<p>See <i>Appendix E: Weapon Type Definitions</i>.</p>
Did the student willfully cause, attempt to cause, or threaten to cause bodily injury to another person? <i>Required</i>	<p>A description of the highest level of bodily injury sustained by a student other than the student being disciplined, or a member of the school's staff.</p> <p>OSSE is required to report incidents involving bodily injury in alignment with the Fair Access Act, which defines a bodily injury as "a cut, abrasion, bruise, burn, or disfigurement; physical pain; illness; impairment of the function of a bodily member, organ, or mental faculty; or any other injury to the body, no matter how temporary."</p> <p>The definitions for all injury types can be found in</p> <p><i>Appendix D: Injury Type Definitions.</i></p>	<ul style="list-style-type: none"> • Yes, willfully caused bodily injury • Yes, attempted to cause bodily injury • Yes, threatened to cause bodily injury • No bodily injury

	<i>From the drop-down menu, select the highest level of bodily injury sustained by a student other than the student being disciplined, or a member of the school's staff.</i>	
Did the student willfully cause, attempt to cause, or threaten to cause emotional distress to another person? Required	<p>A description of the highest level of emotional distress sustained by a student other than the student being disciplined, or a member of the school's staff.</p> <p>OSSE is required to report incidents involving bodily injury in alignment with the Fair Access Act, which defines emotional distress as "mental suffering or distress that requires more than trivial treatment or counseling."</p> <p>The definitions for all injury types can be found in</p> <p><i>Appendix D: Injury Type Definitions.</i></p> <p><i>From the drop-down menu, select the highest level of emotional distress sustained by a student other than the student being disciplined, or a member of the school's staff.</i></p>	<ul style="list-style-type: none"> •Yes, willfully caused emotional distress •Yes, attempted to cause emotional distress •Yes, threatened to cause emotional distress •No emotional distress

Disciplinary Action Information

The "Disciplinary Action Information" section includes details LEAs are required to report for each disciplinary action taken by the LEA.

For disciplinary actions taken in response to incidents that occur while students are receiving educational services in-person and on school grounds, LEAs should report the disciplinary action taken as a suspension or disciplinary unenrollment suspension in alignment with their school policies and the detailed definitions of all disciplinary action types in

Appendix B: Disciplinary Action Type Definitions.

For disciplinary actions taken in response to incidents that occur during the delivery of synchronous instruction in a distance learning setting as an Exclusion. The DC Code definitions of in-school suspension¹⁴ and out-of-school suspension¹⁵ are place-based and tied to a student being under the supervision both of school personnel, and, as such, these definitions do not align distance learning. An "Exclusion" means the removal of a student from the student's daily class schedule for disciplinary reasons and includes a suspension or a disciplinary unenrollment. LEAs should report all disciplinary actions that occur during the delivery of synchronous instruction in a distance learning setting which include, but are not limited to, the following actions taken in response to a disciplinary incident for any amount of time:

- removing a student from their regular distance learning classroom;
- moving a student to a different distance learning classroom; or
- removing a student's access to their regular classroom teacher or to the peers in their class.

LEAs *should not* report the following temporary actions that may occur during the delivery of synchronous instruction in a distance learning setting as an exclusion:

- muting a student from speaking during their regular distance learning classroom;
- restricting a student's video privileges during their regular distance learning lesson; or
- preventing a student from typing a response in their regular distance learning classroom chat.

LEAs should report the attendance of students that receive a distance learning exclusion in alignment with OSSE's [2020-21 School Year LEA Data Collections Template](#). Specifically, LEAs should use the Present Full – Distance Learning (PFDL) attendance code for students that receive a distance learning exclusion and **meet** one of the following standards: (1) If the LEA uses a learning management system (LMS), the student was authenticated and engaged in education consistent with the LEA's prescribed policy. (2) If the LEA does not use an LMS, the LEA made one-on-one contact with the student for the day to authenticate the student's presence AND provided daily evidence of engagement consistent with the LEA's policy. In contrast, LEAs should use the Absent Full Unexcused – Distance Learning (AFUDL) attendance code for students that receive a distance learning exclusion and **do not meet** one of the standards listed above.

LEAs are expected to promote disciplinary actions that are individualized, fair, equitable, developmentally appropriate, proportional to the severity of the student's offense, and, if appropriate, restorative.¹⁶ In addition, LEAs are responsible for ensuring continuity of education for any student subject to an exclusion, including a mechanism for modifications to the plan to meet the needs of an individual student, and, as necessary, to facilitate the student's return to the classroom to ensure the student:

- continues the student's studies during the exclusion and receives all appropriate assignments for the duration of the exclusion;
- can communicate with school personnel regarding academic work; and
- upon returning to their regular class schedule, has the opportunity to make up any work missed during the exclusion if the school work cannot be completed by the student during the student's exclusion.¹⁷

¹⁴ DC Official Code § 38-236.01(8)

¹⁵ DC Official Code § 38-236.01(13)

¹⁶ DC Official Code § 38-236.03(a)(9)

¹⁷ DC Official Code § 38-236.03(a)(3)

Data Elements

The following table describes the data elements that LEAs are required to report in the “Disciplinary Action Information” section of the Collection tab in the data collection template.

Table 7. Disciplinary Action Information Data Element Descriptions

Data Field	Definition and Directions	Permitted Values
Disciplinary Action Type Required	<p>Type of disciplinary action that was implemented as a result of the incident being detailed on this row of data.</p> <p>Please see</p> <p><i>Appendix B: Disciplinary Action Type Definitions</i> for detailed definitions of all disciplinary action types.</p> <p>Note that "Change in Placement" and "School-based intervention" are new options for the 2018-19 school year.</p> <p><i>From the drop-down menu, select the incident behavior according to the definitions in Appendix B: Disciplinary Action Type Definitions.</i></p>	<ul style="list-style-type: none"> • Expulsion • Modified Expulsion • Involuntary transfer • Change in Placement • Out-of-school suspension • Involuntary dismissal • In-school suspension • School-based intervention • Exclusion
Consecutive School Days of Disciplinary Action Required	<p>Number of days the disciplinary action was implemented. Data should be recorded on a half-day basis. If half-days cannot be recorded half-days should be rounded up to full days.</p> <p><i>Provide the number of days for which the disciplinary action was implemented.</i></p>	Numeric (instructional days)
Start Date of Disciplinary Action Required	<p>Date on which the disciplinary action began.</p> <p><i>Provide the date on which the disciplinary action began.</i></p>	MM/DD/YYYY
End of Date of Disciplinary Action Required	<p>Date corresponding to the last day of the disciplinary action.</p> <p><i>Provide the date on which the disciplinary action ended.</i></p>	MM/DD/YYYY
Were educational services received for the duration of the disciplinary action? Required	<p>An indication (yes or no) of whether the student received educational services during the disciplinary action.</p> <p><i>Note:</i> In accordance with the Individuals with Disabilities Education Act¹⁸ (IDEA), after a child with a disability has been removed from his or her current placement for 10 school days in the same school year, during any subsequent days of removal</p>	<ul style="list-style-type: none"> • Yes • No

¹⁸ 20 USC § 1400 *et seq.* and its implementing regulations at 34 CFR Part 300.

	<p>the LEA must provide the student with services as prescribed by IDEA. These services may be provided in an interim alternative educational setting.</p> <p><i>Select “Yes” or “No” from the drop-down menu to indicate whether the student received educational services during the disciplinary action.</i></p>	
<p>Did the disciplinary incident result in a law enforcement referral by the school?</p> <p>Required</p>	<p>An indication (yes or no) of whether the disciplinary incident resulted in a school-related arrest -- an arrest for an activity conducted on school grounds, during off-campus school activities, while taking school transportation, or due to a referral to law enforcement by the student’s school.</p> <p><i>Select “Yes” or “No” from the drop-down menu to indicate if the disciplinary incident resulted in a law enforcement referral by the school.</i></p>	<ul style="list-style-type: none"> • Yes • No
<p>Did the disciplinary incident result in the emergency removal of the student?</p> <p>Required</p>	<p>An indication (yes or no) of whether the student received an immediate out-of-school suspension, involuntary transfer, expulsion or modified expulsion based on the school's belief that the student's presence posed an immediate and continuing danger to other students or school staff.</p> <p><i>Select “Yes” or “No” from the drop-down menu to indicate whether the disciplinary incident resulted in the emergency removal of the student.</i></p>	<ul style="list-style-type: none"> • Yes • No
<p>Disciplinary Unenrollment Incident ID</p> <p>Required</p>	<p>If the student experienced a disciplinary unenrollment as a result of this disciplinary incident after the initial disciplinary action (e.g. expulsion following an out-of-school suspension), provide the numeric LEA-generated Incident ID in order to connect the two disciplinary actions to one incident. “NA” if no disciplinary unenrollment resulted from this disciplinary incident or if the disciplinary action listed in this row is a disciplinary unenrollment.</p> <p>Disciplinary unenrollment includes:</p> <ul style="list-style-type: none"> • Expulsions: The removal of a student from the student’s school of enrollment for disciplinary reasons for the remainder of the school year or longer, in accordance LEA policy. • Involuntary transfers: The removal of a student from the student’s school of enrollment for disciplinary reasons for the remainder of the school year, or longer, 	<ul style="list-style-type: none"> • LEA-generated Incident ID • NA

	<p>and the student’s enrollment in another school within the LEA, in accordance with LEA policy.</p> <p><i>Select a response from the drop-down menu to indicate whether or not the disciplinary incident resulted in a disciplinary unenrollment, and if so, the type of disciplinary unenrollment.</i></p>	
<p>Did the student voluntarily withdraw or transfer following the disciplinary incident?</p> <p>Required</p>	<p>An indication (yes or no) of whether the student voluntarily withdrew or transferred from the school following the disciplinary incident.</p> <p><i>Select a response from the drop-down menu to indicate whether the student voluntarily withdrew or transferred from the school following the disciplinary incident, and if so, whether the student withdrew or transferred.</i></p>	<ul style="list-style-type: none"> • No • Yes, voluntary withdrawal • Yes, voluntary transfer

Student voluntary withdrawals during suspension end date

If the student receives an out-of-school suspension and withdraws from the LEA before the end date of the suspension and/or before an expulsion hearing:

- The LEA should report the “End Date of Disciplinary Action” as the student’s last enrolled date, and 2) exit the student using the appropriate voluntary withdrawal exit code.

Reporting Consecutive School Days of a Disciplinary Action

If a student’s behavior or conduct results in a disciplinary action that is served across multiple instructional days:

- The LEA should report the number of days the disciplinary action was implemented in the “Consecutive School Days of Disciplinary Action” in half-day increments. If half-days cannot be recorded, then the LEA should round up the number of days of the disciplinary action to the full-day.
- If an LEA does not report the number of days the disciplinary action was implemented in half- or full-day increments, OSSE will replace the numeric value as follows:
 - Round down to the nearest full day—decimals below .50 (i.e., .1 to .49)
 - Round up to the nearest full day—decimals above .50 (i.e., .51 to .99)

Alternative Education Setting Information

The “Alternative Education Setting Information” section includes details LEAs are required to report concerning the removal of students with and without disabilities from their regular school placement.

Data Elements

The following table describes the data elements that LEAs are required to report in the “Alternative Education Setting” section of the Collection tab in the data collection template.

Table 8. Alternative Education Setting Information Data Element Descriptions

Data Field	Definition and Directions	Permitted Values
------------	---------------------------	------------------

Was the student removed to an alternative education setting? Required	An indication (yes or no) of whether the student was referred to an alternative education setting as a result of the disciplinary incident. <i>Select “Yes” or “No” from the drop-down menu to indicate whether the student was referred to an alternative education setting as a result of the disciplinary incident.</i>	<ul style="list-style-type: none"> • Yes • No
Length of Removal Required if student was removed to an alternative education setting	The number of school days the student was removed from a regular education setting to an alternative education setting. Data should be recorded on a half day basis, if half days cannot be recorded, round half days up to full days. <i>Provide the number of days for which the student was removed from a regular education setting to an alternative education setting.</i>	Numeric (instructional days)
Start Date of Removal Required if student was removed to an alternative education setting	The first date the student was instructed to report to the alternative education setting. <i>Provide the date on which the removal began.</i>	MM/DD/YYYY
End Date of Removal Required if student was removed to an alternative education setting	The last date the student was instructed to report to the alternative education setting. <i>Provide the date on which the removal ended.</i>	MM/DD/YYYY
Alternative education setting attendance Required if student was removed to alternative education setting	An indication (yes or no) of whether the student was in attendance at the alternative education setting. <i>From the drop-down menu, select “Yes” or “No” to indicate whether or not the student was in attendance at the alternative education setting.</i>	<ul style="list-style-type: none"> • Yes • No

Students with Disabilities

The “Students with Disabilities” section includes details LEAs are required to report concerning special education services data and the removal of students with disabilities to an interim alternative education setting as the result of a disciplinary incident.

In the “Demographic Information” section of the template, LEAs are required to provide an indication as to whether the student was a student with a disability at the time of the disciplinary incident. Students with disabilities” refers to students who have a finalized IEP at the time of the disciplinary incident. If the student did not have a finalized IEP at the time of the disciplinary incident, the “Students with Disabilities” section of the template does not need to be completed. If the student did have a finalized IEP at the time of the disciplinary incident, all fields in the “Students with Disabilities” section of the template are required.

Background on IDEA discipline regulations

Students with disabilities have additional protections under IDEA. (34 CFR §§ 300.530-300.537)

- A child with a disability who violates a code of student conduct may be removed from his or her current placement, to an appropriate interim alternative educational setting, another setting or suspension for not more than 10 consecutive school days
- A child with a disability may be subject to additional removals of not more than 10 consecutive school days in that same school year for separate incidents of misconduct as long as those removals do not constitute a change in placement. (34 CFR § 300.530(b)(1)). A change of placement occurs if the child is removed from the current educational placement for more than 10 consecutive school days or the child is subject to a series of removals that total more than 10 school days during the same school year as a result of a pattern of behavior. (See 34 CFR § 300.536).
- If a child with a disability is removed from his or her current placement for more than 10 school days (either consecutively or totaling 10 days because of a pattern of behavior), the LEA must conduct a meeting to determine if the behavior that gave rise to the violation of the school code is a manifestation of the child's disability. The meeting must involve a review of all relevant information in the child's file to determine if the child's conduct in question was caused by, or had a direct and substantial relationship to, the child's disability, or if the conduct was the result of the LEA's failure to implement the student's IEP. (34 CFR § 300.530(e)(1)).
 - If the child's behavior is determined not to be a manifestation of the child's disability the relevant disciplinary procedures that would apply to children without disabilities can be applied. 34 CFR § 300.530(c).
 - If the determination is made that the conduct was a manifestation of the child's disability, the IEP Team must conduct a functional behavioral assessment and implement a behavioral intervention plan for the child or modify the child's existing behavioral intervention plan to address the problematic behavior. (34 CFR § 300.530(f)).
- A child with a disability may be removed to an interim alternative educational setting for up to 45 school days without regard for whether the behavior is determined to be a manifestation of the child's disability, if the child possesses a weapon, knowingly possesses, uses, sells or solicits the sale of illegal drugs, or has inflicted serious bodily injury or emotional distress upon another person while at school

For more information please reference the *Non-Regulatory LEA Discipline Guidance* located on the OSSE website.¹⁹

Data Elements

The following table describes the data elements that LEAs are required to report in the "Students with Disabilities" section of the Collection tab in the data collection template.

Table 9. Students with Disabilities Data Element Descriptions

Data Field	Definition and Directions	Permitted Values
Type of Interim Removal (IDEA) <i>Required if student had a finalized IEP at time of the incident and was removed to an interim alternative education setting</i>	For students with disabilities, if the student was removed to an interim alternative education setting, the type of interim removal. This field must be populated with one of the two (2) permitted values for this data element: <ul style="list-style-type: none"> • <i>REMDW</i> - Unilateral removal to an interim alternative educational setting by School Personnel for drugs, weapons, or serious bodily injury. A unilateral removal is an instance in which school personnel (not the IEP team) order the removal of students with disabilities 	<ul style="list-style-type: none"> • REMHO • REMDW

¹⁹ <https://osse.dc.gov/publication/osse-releases-non-regulatory-lea-discipline-guidance>

	<p>from their current educational placement to an appropriate interim alternative education setting for not more than 45 school days. The IEP team is responsible for determining the interim alternative education setting. Unilateral removals should not be reported if there is a subsequent decision by the student's IEP team to change a student's placement.</p> <ul style="list-style-type: none"> • REMHO- Removed to an interim alternative educational setting based on a hearing officer finding that there is substantial likelihood of injury to the student or others. A removal by a hearing officer is defined as an instance in which an impartial hearing officer orders the removal of students with disabilities from their current educational placement to an appropriate alternative educational setting for not more than 45 school days based on the hearing officer's determination that maintaining the student's current placement is substantially likely to result in injury to the student or others. The IEP team is responsible for determining the interim alternative educational setting. <p>Note that students who were removed by school personnel for drugs, weapons, or serious bodily injury <u>and</u> were <u>not</u> sent to an interim alternative educational setting should be reported as having been suspended.</p> <p><i>For students with disabilities who were removed to an interim alternative education setting, select the type of interim removal from the drop-down menu.</i></p>	
<p>Interim Removal Reason</p> <p><i>Required if student had a finalized IEP at time of the incident and was removed to an interim alternative education setting</i></p>	<p>This field is required for those students with disabilities who were <u>unilaterally</u> removed from their current educational placement to an interim alternative educational setting.</p> <p>The following options correspond to the three reasons by which a student with disabilities can be unilaterally removed to an interim alternative education setting:</p> <ul style="list-style-type: none"> • Weapons- A dangerous weapon is a weapon, device, instrument, material, or substance, animate or inanimate, that is 	<ul style="list-style-type: none"> • Drugs • Serious bodily Injury • Weapons

	<p>used for, or is readily capable of causing, death or serious bodily injury; such a term does not include a pocket knife with a blade of less than 2 ½ inches in length. (18 USC section 930(g)(2))</p> <ul style="list-style-type: none"> • <i>Drugs</i>- A drug offense is the use, possession, sale, or solicitation of drugs as identified in 21 USC Section 812(c). As required for IDEA reporting, these offenses do not include the use, possession, sale, or solicitation of alcohol or tobacco. • <i>Serious Bodily Injury</i>- Serious bodily injury is defined as a bodily injury that involves a substantial risk of Death; extreme physical pain; protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ or faculty. (18 USC Section 1365(h)(3)) <p><i>When the "Type of interim removal" field is populated with the "REMDW" allowable value (indicating a unilateral removal), select the appropriate interim removal reason from the drop-down menu.</i></p>	
<p>For students with disabilities: Did a change of placement occur following the disciplinary incident?</p> <p><i>Required if student had a finalized IEP at time of the incident</i></p>	<p>An indication (yes or no) of whether the student had a change in placement following the disciplinary incident.</p> <p><i>Select a response from the drop-down menu to indicate whether the student had a change in placement following the disciplinary incident.</i></p>	<ul style="list-style-type: none"> • Yes, change in placement • No
<p>For students with disabilities: Did the student have a manifestation determination review?</p> <p><i>Required if student had a finalized IEP at time of the incident</i></p>	<p>An indication (yes or no) of whether a manifestation determination review was conducted for a student with a disability during the school year.</p> <p>If a child with a disability is removed from his or her current placement for more than 10 school days (either consecutively or totaling 10 days because of a pattern of behavior), the LEA must conduct a meeting to determine if the behavior that gave rise to the violation of the school code is a manifestation of the child's disability.</p> <ul style="list-style-type: none"> • The manifestation determination meeting must include the LEA, parent, and relevant members of the child's IEP team. 	<ul style="list-style-type: none"> • Yes • No

	<ul style="list-style-type: none"> The meeting must involve a review of all relevant information in the child's file to determine if the child's conduct in question was caused by, or had a direct and substantial relationship to, the child's disability, or if the conduct was the result of the LEA's failure to implement the student's IEP. If the child's behavior is determined not to be a manifestation of the child's disability, the relevant disciplinary procedures that would apply to children without disabilities can be applied. <p>If the determination is made that the behavior or conduct was a manifestation of the child's disability, the IEP team must conduct a functional behavioral assessment and implement a behavioral intervention plan for the child or modify the child's existing behavioral intervention plan to address the problematic behavior.</p> <p><i>Select "Yes" or "No" from the drop-down menu to indicate whether the student had a manifestation determination review.</i></p>	
<p>For students with disabilities: Did the student receive a functional behavioral assessment during the school year?</p> <p><i>Required if student had a finalized IEP at time of the incident</i></p>	<p>An indication (yes or no) of whether the student received a functional behavioral assessment during the school year. If the determination is made that the conduct was a manifestation of the child's disability, the IEP team must conduct a functional behavioral assessment.</p> <p><i>Select "Yes" or "No" from the drop-down menu to indicate whether the student received a functional behavioral assessment during the school year.</i></p>	<ul style="list-style-type: none"> Yes No Not Applicable
<p>For students with disabilities: Was the student's behavior intervention plan implemented during the school year?</p> <p><i>Required if student had a finalized IEP at time of the incident</i></p>	<p>An indication (yes or no) of whether the student had a behavior intervention plan in place during the school year. If a functional behavior assessment was conducted as a result of an IEP team determination that a student's behavior was a manifestation of the student's disability, a behavior intervention plan must be developed.</p> <p><i>Select "Yes" or "No" from the drop-down menu to indicate whether the student's behavioral improvement plan was implemented during the school year.</i></p>	<ul style="list-style-type: none"> Yes No

For students with disabilities: Was the student's behavior intervention plan updated during the school year? <i>Required if student had a finalized IEP at time of the incident</i>	An indication (yes or no) of whether the student received an updated behavior intervention plan during the school year. <i>Select "Yes" or "No" from the drop-down menu to indicate whether or not the student's behavioral improvement plan was updated after a functional behavioral assessment was conducted.</i>	<ul style="list-style-type: none"> • Yes • No
--	---	---

Supplemental Information

The "Monitoring Information" includes additional details LEAs are required to report to OSSE.

Data Elements

The following table describes the data elements that LEAs are required to report in the "Supplemental Information" section of the Collection tab in the data collection template.

Table 10. Supplementation Information Data Element Descriptions

Data Field	Definition and Directions	Permitted Values
Was a Written Justification provided to parents? <i>Required if Out-of-School Suspension longer than 20 days.</i>	Was a Written Justification for the disciplinary action written and provided to parent/guardian(s)? <i>The head of an LEA is required to provide a written justification to the student and parent describing why exceeding the 20-day limit is a more appropriate disciplinary action than alternative responses.</i>	<ul style="list-style-type: none"> • Yes • No
Date Written Justification was provided to parents <i>Required if Out-of-School Suspension longer than 20 days</i>	If Written Justification for the disciplinary action was written and provided to parent/guardian(s), the date on which it was provided to parents. <i>Provide the date on which a written justification was provided by the LEA to the student and parent.</i>	MM/DD/YYYY
Summary of Written Justification provided to parents <i>Required if Out-of-School Suspension longer than 20 days</i>	A summary of the Written Justification for the disciplinary action that was written and provided to parent/guardian(s).	Open Text
Description of school-based intervention <i>Required</i>	If a student received a school-based intervention instead of an in-school suspension, the LEA must provide a description of the school-based intervention used. <i>Describe the school-based intervention used in place of an in-school suspension.</i>	Open Text

Final Checks

OSSE suggests performing the following checks before submitting the file in order to address the most common errors that have historically appeared with the discipline collection:

- Did you name your file using the proper naming convention?
- Did you save your file in the proper folder on the BOX site?
- Do all column names in your data submission match the names of the data elements in the OSSE Discipline Data Collection Template?
- Are data for all disciplinary incidents and actions provided, including data for involuntary transfer, change in placement, involuntary dismissal, in-school suspension and behavioral intervention?
- Are all required fields populated for all disciplinary incidents?
- Are all date fields complete and accurate, including but not limited to ensuring that 1) all discipline reporting aligns with validated enrollment and attendance data and the school calendar, and 2) disciplinary action end date is on or later than the disciplinary action start date?
- If the student has multiple disciplinary incidents are they listed on multiple rows?
- For all fields with an OSSE-provided option set, do all values in your data submission match to an allowable value included in Appendices A-E?
- Do you have a valid “Weapon Type” and “Injury Type” value for every disciplinary incident, regardless of the “Reason Student Was Disciplined” value?
- If student has an IEP and had an interim removal, are the “Type of Interim Removal,” “Interim Removal Reason” and the question fields completed in the “Student with Disabilities” section?

Appendix A: Disciplinary Reason Definitions

In alignment with the Fair Access Act and local and federal reporting requirements, OSSE has provided disciplinary incident behavior descriptions and associated definitions to assist LEAs in accurately capturing the student behaviors or conduct that resulted in disciplinary action by the LEA. Disciplinary incident behaviors and conduct are either federally defined or commonly reported by LEAs in DC. Additionally, the Fair Access Act requires specific reporting and monitoring of two specific student behaviors that may result in disciplinary action including: willful defiance and dress code or uniform rules violation.

Federal reporting requires that OSSE map all disciplinary incident behaviors reported by LEAs, in conjunction with the injury type and weapon type fields, to the following federal discipline reasons:

1. Weapons
2. Drugs
3. Alcohol
4. Violence with injury
5. Violence without injury

Term	Definition Type	Definition
<i>Academic Dishonesty</i>	Local	<p>Any conduct that unfairly influences academic outcomes including:</p> <ul style="list-style-type: none"> • Plagiarism including the adoption or reproduction of ideas, words, or statements of another person or source without giving acknowledgment or credit to the person or source; • Cheating including any attempt to give or obtain assistance in with a test or examination, without permission or acknowledgment; • Deception including giving false information to instructional staff— for example, a student giving a false excuse for missing a deadline or making a false claim that assignment was submitted; • Fabrication including altering data, information, and documents affecting any student’s academic records; forging signatures of authorized instructional staff or falsifying information on an official school document, i.e., report card, letter of permission, petition, class schedule, ID card, or any other official school document; • Sabotage including creating situations to prevent others from completing their work. For example, destroying another student’s work, tampering with the experiments of other students <p>Unauthorized Access including gaining unauthorized access to computer systems, academic or administrative records and information; viewing or altering any records, modifying computer programs or systems, releasing or distributing information gained through unauthorized access.</p>
<i>Alcohol (possession, use)</i>	Federal	Illegal use or possession, including being under-the-influence, on school grounds or at a school event.

<i>Alcohol (trafficking, distribution, sale)</i>	Local	Involvement in the trafficking, distribution, or sale of alcohol.
<i>Arson</i>	Local	The act of deliberately setting fire to property
<i>Attendance Policy Violation</i>	Local	<p>Attendance policy violations are incidents where students were disciplined for not attending school or classes as required.</p> <p>Please note, “No student enrolled in a public school, other than an adult education program, may be expelled or receive an out-of-school suspension due to an unexcused absence or due to a late arrival to school.” (43 Stat. 806; DC Official Code § 38-203(c))</p>
<i>Battery (physical attack/harm)</i>	Federal	<p>Examples include striking that causes bleeding, broken nose, and kicking a student while he or she is down on the ground. Consider age and developmentally appropriate behavior before using this category. This category should be used when the attack is serious enough to warrant calling the police or security or when serious bodily harm occurs. Include an attack with a weapon in this category. (This offense may be referred to by law enforcement as aggravated assault.)</p>
<i>Burglary/Breaking and Entering</i>	Local	Unlawful entry or attempted entry into a building or other structure with the intent to commit a crime.
<i>Bullying</i>	Local	<p>Any severe, pervasive, or persistent act or conduct whether physical, electronic, or verbal that:</p> <ul style="list-style-type: none"> • May be based on a youth’s actual or perceived race, color, ethnicity, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, intellectual ability, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intra-family offense, place or residence or business, or any other distinguishing characteristic, or on a youth’s association with a person, or group with any person, with one or more of the actual or perceived foregoing characteristics; and • Can reasonably be predicted to: <ul style="list-style-type: none"> ○ Place the youth in reasonable fear of physical harm to their person or property ○ Cause a substantial detrimental effect on the youth’s physical or mental health ○ Substantially interfere with the youth’s academic performance or attendance ○ Substantially interfere with the youth’s ability to participate in or benefit from the services, activities, or privileges provided by an agency, educational institution, or grantee.
<i>Disruptive Behavior</i>	Local	Each LEA or CBO sets their own policy to define this term.
<i>Dress Code Violation</i>	Local	Non-compliance with LEA-approved dress code/uniform policy.

<i>Drugs Excluding Alcohol, Marijuana, and Tobacco (possession, use)</i>	Local	Unlawful use or possession of any controlled drug (e.g., Demerol, morphine) or narcotic substance.
<i>Drugs Excluding Alcohol, Marijuana, and Tobacco (trafficking, distribution, sale)</i>	Local	Involvement in the use, possession, or sale of illegal substances excluding alcohol, marijuana, and tobacco.
<i>Engaging in Sexual Acts</i>	Local	Any sexual act committed among two consenting parties.
<i>Fighting (mutual altercation)</i>	Federal	Mutual participation in an incident involving physical violence where there is no major injury.
<i>Flammables (possession, use)</i>	Local	Possession or use of flammable objects.
<i>Forgery</i>	Local	The act of falsely making or altering an official document or signature.
<i>Gambling</i>	Local	The act or practice of playing at a game or chance in which you can win or lose money, property or other stakes.
<i>Gang Related Behavior</i>	Local	Engaging in behavior that demonstrates gang/neighborhood crew affiliation including but not limited to displaying clothing or gestures associated with gangs.
<i>Harassment, Nonsexual (physical, verbal, or psychological)</i>	Federal	Repeatedly annoying or attacking a student or group of students or other personnel that creates an intimidating or hostile educational or work environment.
<i>Harassment, Sexual (unwelcome sexual conduct)</i>	Federal	Unwelcome sexual advances, requests for sexual favors, other physical or verbal conduct, or communication of a sexual nature, including gender-based harassment that creates an intimidating, hostile, or offensive educational or work environment.
<i>Homicide (murder or manslaughter)</i>	Federal	Killing a human being.
<i>Improper Use of Technology</i>	Local	Each LEA or CBO sets their own policy to define this term.
<i>Inappropriate Use of Medication (prescription or over-the-counter)</i>	Local	Use or possession of any prescription or over-the-counter medication (e.g., aspirin, cough syrups, caffeine pills, nasal sprays) in violation of school policy.

<i>Inciting others to violence or disruption</i>	Local	Each LEA or CBO sets their own policy to define this term.
<i>Insubordination (disobedience)</i>	Local	Each LEA or CBO sets their own policy to define this term.
<i>Lewd or indecent public behavior</i>	Local	Each LEA or CBO sets their own policy to define this term.
<i>Lying to or giving misleading information to school staff</i>	Local	Each LEA or CBO sets their own policy to define this term.
<i>Marijuana (possession or use)</i>	Local	Illegal use or possession of marijuana or another cannabinoid products.
<i>Marijuana (trafficking, distribution, sale)</i>	Local	Involvement in the trafficking, distribution, or sale of marijuana.
<i>Physical Altercation, Minor (pushing, shoving)</i>	Federal	Confrontation, tussle, or physical aggression that does not result in injury.
<i>Retaliation for reporting harassment or sexual harassment</i>	Local	Each LEA or CBO sets their own policy to define this term.
<i>Robbery (taking of things by force)</i>	Federal	The taking of, or attempting to take, anything of value that is owned by another person or organization under confrontational circumstances by force or threat of force or violence and/or by putting the victim in fear. A key difference between robbery and theft is that the threat of physical harm or actual physical harm is involved in a robbery.
<i>Sexual Assault</i>	Federal	Oral, anal, or vaginal penetration forcibly or against the person's will or where the victim is incapable of giving consent. Includes rape, fondling, indecent liberties, child molestation, and sodomy.
<i>Sexual Offenses, Other</i>	Local	Including, but not limited to, lewd behavior, indecent exposure, and distribution of pornographic material.
<i>School Threat (threat of destruction or harm)</i>	Federal	Any threat (verbal, written, or electronic) by a person to bomb or use other substances or devices for the purpose of exploding, burning, or causing damage to a school building or school property, or to harm students or staff.
<i>Theft (without violence)</i>	Local	The taking of, or attempting to take, anything of value that is owned by another person or organization without threat of fear or harm. A key difference between robbery and theft is that the threat of physical harm or actual physical harm is involved in a robbery.

<i>Threat/Intimidation (causing fear of harm)</i>	Federal	Physical, verbal, written, or electronic action which immediately creates fear of harm, without displaying a weapon and without subjecting the victim to actual physical attack. (This category only includes verbal incidents that cause fear. It does not include insubordination, lack of respect, defiance of authority, etc.).
<i>Tobacco (possession or use)</i>	Local	Possession or use of tobacco products.
<i>Tobacco (trafficking, distribution, sale)</i>	Local	Involvement in the use, possession, or sale of tobacco.
<i>Trespassing</i>	Local	The act of being present on school property or entering a school building or restricted area without permission of school authorities.
<i>Vandalism</i>	Local	The act of deliberate destruction of or damage to school property.
<i>Weapons Possession (firearms and other weapons)</i>	Federal	<p>Weapons possession is the possession of one of the following items:</p> <ul style="list-style-type: none"> • Handgun. • Shotgun or rifle. • Other type of firearm (e.g., devices designed to expel a projectile, grenade, explosive). • Knife. • Other sharp object (e.g., razor blade, ice pick, Chinese star). • Other object (chain, brass knuckle, billy club, stun gun). • Substance used as a weapon (mace, tear gas).
<i>Weapons Use (firearms and other weapons)</i>	Federal	<p>Weapons use is the use of one of the following items:</p> <ul style="list-style-type: none"> • Handgun. • Shotgun or rifle. • Other type of firearm (e.g., devices designed to expel a projectile, grenade, explosive). • Knife. • Other sharp object (e.g., razor blade, ice pick, Chinese star). • Other object (chain, brass knuckle, billy club, stun gun). • Substance used as a weapon (mace, tear gas).
<i>Willful Defiance</i>	Local	Disrupting school activities or intentionally defying the valid authority of school staff.
<i>Other Offenses</i>	Local	This category should only be used for incidents that are wholly outside the disciplinary reason option set (e.g., extortion)

Appendix B: Disciplinary Action Type Definitions

The following table summarizes all disciplinary actions as outlined in requirements for local and federal reporting.

<i>Term</i>	<i>Definition Type</i>	<i>Definition</i>
Exclusion	Local	Removal of a student from the student's daily class schedule for disciplinary reasons and includes a suspension or a disciplinary unenrollment.
In-School Suspension	Federal/Local	Temporarily removing a student from his/her regular class schedule for disciplinary reasons, during which time the student remains on school grounds under the supervision of school personnel who are physically in the same location as the student.
Out-of-School Suspension	Federal/Local	Temporarily removing a student from school attendance to another setting for disciplinary reasons, during which time the student is not under the supervision of the school's personnel and is not allowed on school grounds. <ul style="list-style-type: none"> The term "out-of-school suspension" includes an involuntary dismissal. For students with disabilities, the term "out-of-school suspension" includes a removal in which no individualized family service plan (IFSP) or individualized education plan (IEP) services are provided because the removal is 10 days or fewer as well as removals in which the student continues to receive services according to the student's IFSP or IEP.
Expulsion	Federal/Local	Removal of a student from the student's school of enrollment for disciplinary reasons for the remainder of the school year or longer in accordance with LEA policy.
Modified expulsions	Federal	Removal of a student from the student's school or enrollment resulting from violations of the Gun Free Schools Act that are modified to less than 365 days.
Involuntary Dismissal	Local	The removal of the student from school attendance for less than 1/2 of a school day for disciplinary reasons, during which time the student is not under the supervision of school personnel and is not allowed on school grounds.
Involuntary Transfer	Local	The removal of a student from the student's school of enrollment for disciplinary reasons for the remainder of the school year, or longer, and the student's enrollment in another school within the same LEA, in accordance with LEA policy.
School-Based Intervention	Local	Temporarily removing a student from the student's regular class schedule for the purpose of providing the student with school-based targeted supports, such as behavioral therapy, in response to student conduct that would otherwise warrant an in-school suspension.
Change in Placement	Federal	For purposes of removals of a child with a disability from the child's current educational placement under §§300.530 through 300.535, a change of placement occurs if— <ol style="list-style-type: none"> The removal is for more than 10 consecutive school days; or The child has been subjected to a series of removals that constitute a pattern— <ol style="list-style-type: none"> Because the series of removals total more than 10 school days in a school year;

	ii.	Because the child’s behavior is substantially similar to the child’s behavior in previous incidents that resulted in the series of removals; and
	iii.	Because of such additional factors as the length of each removal, the total amount of time the child has been removed, and the proximity of the removals to one another.
	(1)	The public agency determines on a case-by-case basis whether a pattern of removals constitutes a change of placement.
	(2)	This determination is subject to review through due process and judicial proceedings.

Appendix C: Other Disciplinary Term Definitions

The following table summarizes other disciplinary terms used throughout the OSSE Discipline Data Collection Template.

Term	Definition Type	Definition
Exclusion	Local	Removal of a student from the student's daily class schedule for disciplinary reasons and includes a suspension or a disciplinary unenrollment.
Voluntary Withdrawal	Local (not defined in SFASA)	Unenrollment for disciplinary or other reasons which is initiated by the student or parent.
Involuntary Withdrawal	Local (not defined in SFASA)	Unenrollment for disciplinary or other reasons which is not initiated by the student or parent.
Suspension	Local	An in-school suspension or an out-of-school suspension
Emergency Removal	Local	The immediate out-of-school suspension or disciplinary unenrollment of a student based on the school's reasonable belief that the student's presence poses an immediate and continuing danger to other students or school staff.
Disciplinary Unenrollment	Local	The expulsion (including modified expulsion) or involuntary transfer of a student from a school.
School-related Arrest	Local	An arrest of a student for an activity conducted on school grounds, during off-campus school activities, while taking school transportation, or due to a referral to law enforcement by the student's school.
Referral to Law Enforcement	Local	An action by school personnel to report a student to a law enforcement agency or official, including a school police unit, for an incident that occurs on school grounds, during off-campus school activities, or while taking school transportation.

Appendix D: Injury Type Definitions

The following table summarizes injury types required for federal and local reporting.

Term	Definition Type	Definition
No injury	Federal	The incident did not result in any injuries
Minor injury	Federal	The incident resulted in one or more people requiring professional medical attention, but the injury does not fit the definition of “serious bodily injury” as defined below.
Serious Bodily Injury	Federal	A serious bodily injury involves a substantial risk of death; extreme physical pain; protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ or faculty. (18 USC Section 1365(h)(3))
Bodily Injury	Local	A cut, abrasion, bruise, burn, or disfigurement; physical pain; illness; impairment of the function of a bodily member, organ, or mental faculty; or any other injury to the body, no matter how temporary.
Emotional Distress	Local	Mental suffering or distress that requires more than trivial treatment or counseling.

Appendix E: Weapon Type Definitions

The following table summarizes weapon type definitions used throughout the OSSE Discipline Data Collection Template.

Term	Definition Type	Definition
No Weapon	Local	No weapon was used in the incident.
Firearm, Handgun	Federal	Any firearm which has a short stock and is designed to be held and fired by the use of a single hand.
Firearm, Rifle	Federal	A weapon designed or redesigned, made or remade, and intended to be fired from the shoulder and designed or redesigned and made or remade to use the energy of an explosive to fire only a single projectile through a rifled bore for each single pull of the trigger.
Firearm, Shotgun	Federal	A weapon designed or redesigned, made or remade, and intended to be fired from the shoulder and designed or redesigned and made or remade to use the energy of an explosive to fire through a smooth bore either a number of ball shots or a single projectile for each single pull of the trigger.
Firearm, Other	Federal	<p>Any firearm that meets the following definition, but does not meet the definition for handgun, shotgun, or rifle. This includes, but is not limited to, bombs, grenades, or starter pistols.</p> <p>The term “firearm” means</p> <ul style="list-style-type: none"> a) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; b) the frame or receiver of any such weapon; c) any firearm muffler or firearm silencer; or d) any destructive device. <p>Such term does not include an antique firearm.</p> <p>The term “destructive device” means</p> <ul style="list-style-type: none"> a) any explosive, incendiary, or poison gas— <ul style="list-style-type: none"> i. bomb, ii. grenade, iii. rocket having a propellant charge of more than four ounces, iv. missile having an explosive or incendiary charge of more than one quarter ounce, v. mine, or vi. device similar to any of the devices described in the preceding clauses; b) any type of weapon (other than a shotgun or a shotgun shell which the Attorney General finds is generally recognized as

		<p>particularly suitable for sporting purposes) by whatever name known which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter; and</p> <p>c) any combination of parts either designed or intended for use in converting any device into any destructive device described in subparagraph (a) or (b) and from which a destructive device may be readily assembled.</p> <p>The term “destructive device” shall not include any device which is neither designed nor redesigned for use as a weapon; any device, although originally designed for use as a weapon, which is redesigned for use as a signaling, pyrotechnic, line throwing, safety, or similar device; surplus ordnance sold, loaned, or given by the Secretary of the Army pursuant to the provisions of section 4684(2), 4685, or 4686 of title 10; or any other device which the Attorney General finds is not likely to be used as a weapon, is an antique, or is a rifle which the owner intends to use solely for sporting, recreational or cultural purposes.</p>
<i>Knife, blade less than 3”</i>	Federal	The weapon involved was a knife with a blade less than 3.0 inches in length.
<i>Knife, blade greater than or equal to 3”</i>	Federal	The weapon involved was a knife with a blade 3.0 inches or greater in length.
<i>Other sharp object</i>	Local	The weapon involved was another type of sharp object, (e.g., razor blade, ice pick, dirk, Chinese star, other pointed instrument [used as a weapon]).
<i>Other object</i>	Local	The weapon involved was another known object (e.g., chain, nunchakus, brass knuckle, billy club, electrical weapon or device [stun gun], BB or pellet gun).
<i>Other weapon</i>	Local	The incident involved a weapon other than those described above.
<i>Multiple, Including Firearm</i>	Federal	Multiple weapons were involved in the disciplinary incident and at least one of them was a firearm.
<i>Multiple, Not Including Firearm</i>	Local	Multiple weapons were involved in the disciplinary incident and none of them were firearms.
<i>Substance used as weapon</i>	Federal	The weapon involved was a substance (e.g., mace, tear gas) that was used as a weapon.

Appendix F: Restrictions on Disciplinary Actions

Sec. 204. Limitations on exclusion as a disciplinary action.

(a) Unless otherwise required by federal or District law:

(1) Beginning in the 2020-2120 school year, no student in grades kindergarten through 5, and the 2020-2021 school year for students in grades 6 through 8, no student may be subject to an out-of-school suspension or disciplinary unenrollment, unless a school administrator determines, consistent with school policy, that the student has willfully caused, attempted to cause, or threatened to cause bodily injury or emotional distress to another person, including behavior that happens off school grounds;

(2) Beginning in the 2020-2021 school year, no student in grades 9 through 12, except a student over 18 years of age at a school where more than half of the students are over 18 years of age, may be subject to an out-of-school suspension or disciplinary unenrollment for:

(A) Violating local education agency or school dress code or uniform rules;

(B) Willful defiance; or

(C) Behavior that happens off school grounds and not as part of a school-sponsored activity, unless the student has willfully caused, attempted to cause, or threatened to cause bodily injury or emotional distress to another person.

(b) No student, except a student over 18 years of age at a school where more than one half of the students are over 18 years of age, may be subject to an out-of-school suspension for longer than:

(1) Five consecutive school days for any individual incident in grades kindergarten through 5;

(2) Ten consecutive school days for any individual incident in grades 6 through 12; or

(3) Twenty cumulative school days during an academic year regardless of grade, unless:

(A) The head of a local education agency provides a written justification to the student and parent describing why exceeding the 20-day limit is a more appropriate disciplinary action than alternative responses; or

(B) The student's conduct necessitated an emergency removal, and the head of the local education agency provides a written justification for the emergency removal to the student and parent.

(c) No student, except a student over 18 years of age at a school where more than half of the students are over 18 years of age, may be subject to an out-of-school suspension or disciplinary unenrollment for an unexcused absence or a late arrival to school; provided, that a student may be unenrolled from a local education agency if the student has accumulated 20 or more consecutive full-school-day unexcused absences.

(d) No student subject to a suspension may be denied the right to continue to access and complete appropriate academic work or to earn credit toward promotion or graduation during a suspension.

(e) The return of a student to school upon conclusion of an out-of-school suspension shall not be made contingent on a parent accompanying the student, attending a conference, or otherwise being present at the school.

(f) Notwithstanding whether a school or LEA states the reasoning for the removal from school or prohibition from returning to school, no student may be removed from school or prohibited from returning to school for disciplinary reasons, unless the student is subject to an out-of-school suspension or disciplinary unenrollment.

Appendix G: Required Data Elements

This appendix summarizes all data elements that are mandated under the Student Fair Access to School Amendment of 2018, per (DC Official Code § 38-236.09(b)):

- Student demographic data
- Disciplinary actions taken by schools including school-based interventions, in-school suspensions, involuntary dismissals, out-of-school suspensions, emergency removals, disciplinary unenrollments (expulsions, modified expulsions, and involuntary transfers), referrals to law enforcement, and school-based arrests and, for students with disabilities, change in placement -- including frequency and duration of the disciplinary action
- Description of the misconduct or reasoning behind each disciplinary action
- Special education services data, including whether the student received during the school year a functional behavioral assessment, an updated behavior improvement plan or a manifestation determination review – including the number of suspension days that triggered the review, whether the suspension days were cumulative, and the outcome of the review
- Indication of incidents resulting in a referral to an alternative education setting for the course of a suspension and associated attendance
- Indication of incidents resulting in school-based intervention rather than an in-school suspension, and a description of the school-based intervention
- Voluntary and involuntary transfers and withdrawals
- Disciplinary actions:
 - Whether the student was subject to an out-of-school suspension exceeding the time limits described in § 38-236.04 and a summary of the written justifications provided by the LEA for the disciplinary action (DC Official Code § 38-236.09(b)(13));
 - Whether the student was subject to an involuntary transfer (including removal to an alternative education setting) (DC Official Code §§ 38-236.09(b)(3) and (7));
 - Whether the student was subject to an involuntary dismissal for less than half the school day (DC Official Code § 38-236.09(b)(5));
 - Whether the student was subject to an emergency removal (DC Official Code § 38-236.09(b)(6))
 - Whether the student was subject to a school-related arrest (DC Official Code § 38-269.09(b)(10));
 - Whether the student was referred to law enforcement (DC Official Code § 38-269.09(b)(9));
 - Whether the student voluntarily withdrew or transferred (DC Official Code § 38-236.09(b)(8));
 - Whether the student engaged in any school-based behavioral interventions and a description of these interventions (DC Official Code § 38-236.09 (b)(4)); and
 - For students with disabilities¹, an indication of whether the student received a functional behavioral assessment, behavior intervention plan² or manifestation determination review as a result of a disciplinary incident (DC Official Code § 38-236.09(b)(12)).
- Description of the disciplinary incident that lead to the disciplinary action, as specifically defined in DC Official Code § 38-236.01.
 - bodily injury;
 - emotional distress; and
 - willful defiance.
- Whether the student willfully caused, attempted to cause, or threatened to cause bodily injury to another person related to the disciplinary incident (DC Official Code § 38-236.09(b)(11))
- An indication of whether the student was subject to a removal from school or enrollment resulting from violations of the Gun Free Schools Act that are modified to less than 365 days.